

Ready, Set, Go!



Wildlands is a school where students incorporate one major area of study into all of their desired credit areas. This allows them to use their creativity to find innovative ways to learn. This style of learning was made available to the students of our area last year at Wildlands Science Research School.

Once again, 'the doors' are open for the open enrollment period of February 2-20. The students of Wildlands already encompass the areas of, EauClaire, Altoona, Chippewa Falls, Osseo, Fall Creek, and Eleva-Strum. We hope to bring more interested students into our learning community. So far we are tackling our projects, with enough direction that our credit areas are filled. Some of the credits offered in the high

school are:

- Research Mathematics & Statistics
- Geography
- Communicating in Science
- Field Biology
- Molecular Biology
- Science & Society

In the high school arena we offer full and parttime schedules so that students can fulfill other credit

areas. The middle school is for full time students only. Today charter schools, like Wildlands, present a progressive way to learn. As most people acknowledge, conventional school is not for everyone. With new innovations, schools are taking advantage of project/interest based learning. What better way for kids to learn than by exploring what they are interested in? A inventive learning system is

what all students deserve, and that is what we have established at Wildlands. Here, school is no longer class periods with a one size-fits all curriculum.

Wildlands is a place of independence, creativity, and imagination. Open enrollment for the coming school year of 09-10, is from February 2th-20th. We are currently receiving help with increasing awareness about Wildlands. (see back page announcements) Wildlands reports a successful first semester and is grateful to all that have given us their help and good will. Here is to another fabulous semester in the wilds!

—Olivia Buvala

Special thanks to



Mike, Ann, Erin, and Stephanie Arneson

www.esri.com



WILDLANDS SCHOOL
SCHOOL DISTRICT OF AUGUSTA
AUGUSTA HIGH SCHOOL
EJ-9320 BARTLETT
AUGUSTA, WI 54722



Comparing O₂ Producers



Last year I watched a movie in which the main characters had to go to the sun in a spaceship to save earth. Since their journey was over a year long, they had to put a small garden of plants in the hold of the spaceship to continually replenish their oxygen supply. This got me thinking, which plants would be the most efficient oxygen producers? So I decided to do a project on it: I would measure the different oxygen outputs of Maple and Oak trees.

There are three phases to my project: measuring the oxygen, calculating the area, and extracting the Chlorophyll. I began the oxygen measuring phase by going out into the woods and picking an oak or maple with good leaves. I would put three leaves with an oxygen probe into a plastic bag and measure the changes in the level of oxygen. After each sample I would keep the leaves in my

backpack for further calculations. After about three weeks of sampling I had 20 sets of data, which I had downloaded onto my computer for safe-keeping.

My next phase was calculating surface area. This would be difficult because it isn't your standard base times height math. All the points and lumps in the leaf would be hard to count, and would waste a lot of time. Thankfully, Mr. Tweed came up with a good, accurate procedure. I would take a picture of the leaf and download it onto the computer. Then I would open the picture in a special program, color it red, and measure the red in the picture using a special tool. It took me several hours over the course of a few days to finish this, but I finally did.

The last phase of my project is to extract the Chlorophyll. Chlorophyll is an integral part in the producing of oxygen

in a plant, and how much there is could be related to how much oxygen is produced. In this last phase I cut out a centimeter from a leaf and grind it up in some acetone with Magnesium Carbonate. My next move is to put it into the centrifuge, followed by the spectrometer. I take a few readings from the spectrometer coupled with a few calculations to find the amount of chlorophyll.

I am still in my chlorophyll extracting phase, and won't be done until late March. After that I will analyze and compare all my data to find a number of different results, such as ratios of chlorophyll to oxygen production, or oxygen production to total leaf area. I might go back this spring and collect a few more samples to analyze, but I will have to see what kind of time I have.

—Sam Larson (10th Grade)

What has the Middle School been up to?

A Walk though Time

On January 26th, my middle school class started on a project called, "A Walk through Time." Each group has a 50 year time period in history to research and present. We need to explore important events, influential people, wars that took place and changes that have happened over that time period to now. We have a variety of projects to complete with this information including: timelines, posters, PowerPoints, and even a working replica of an invention!

We have ten days to finish the whole project. The nice thing about this project is that we are in groups so we don't have to do everything alone, though some projects must be done individually. This project is fun because we are exploring a variety of aspects of each time period and using great internet resources, like Newspaper Archives, instead of filling in worksheets and doing tests.

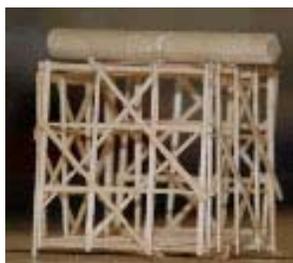
—Moriah Vlcek (7th grade)

Afton Alps

On January 5th, Wildlands School had a lot of fun at Afton Alps. Afton Alps is a place to ski and snowboard. The trip included many students with experience and some people with no experience. Sure many people fell (especially the beginner snowboarders), sure some people were nearly DESTROYED by the bumpy part of some hills, but all in all it was very fun.

Afton Alps has chair lifts that take FOREVER to get to the top of the hill. It probably is terrifying for people who are afraid to heights to ride the chair lifts (no names included). But once you were at the top and making your way down the hill it was a fantastic way to spend the school day. I can safely say that the kids of Wildlands School had a good time at Afton Alps.

—Connor McCormick (7th Grade)



(Mrs. Seubert's toothpick cube)

Toothpick Cubes

A couple weeks ago, the middle school students and some of the freshmen made little cubes out of toothpicks and Elmer's glue. The cubes were only allowed to weigh up to 6grams total, and the goal was to see which cube would hold the most weight before breaking.

To test the cubes, we hung weights off of a wooden dowel that sat on top of the cube with a string that went through the center of the cube. The most weight that was held up by a cube was 200+ pounds, but the Freshman who built it kind of tweaked it a little, so they were not able to win the prize. Mrs. Seubert won the contest with her cube only weighing 6 grams and being able to hold 25lbs. But, Joe Konzen came in a close second, so they actually won the contest.

The middle school is now working on toothpick bridges and they will again be constructed with only Elmer's glue and toothpicks. However, this time they have to reach a particular span and be able to hold weights.

—Esau Casetta (8th Grade)

Moto-4 Modifications

Do you have any four wheelers? I have some, and for a school project, I have been restoring and modifying one of them—my 1989 Yamaha Moto-4 200. To most people who know about four wheelers, an old Moto-4 would not seem like a good machine to modify, but my Moto-4 means a lot to me and since it has been a good machine, I decided I would do it.

The first thing I had to do was clean every part of the Moto-4. To do that, I had to strip the Moto-4 down to the chassis and motor, and then I cleaned every part I took off of it by hand with a rag and water. This method worked great for most parts, but when I started finding oily parts, I

knew I would need to find another method. One oily part was the airbox; the waterproof plastic box that the air filter goes in. That was not the hardest part to clean; I just used soapy water. The frame and motor were very greasy and oily though, so I took it to a pressure wash (after making sure there was no way that any water could get into the motor). It really cleaned up nice!

Once I finished the cleaning, I started to put the Moto-4 back together and do the restoration and modifying at the same time. Some of the work I had to do was putting new suspension arms on the front and repainting the front end of the frame. I did several modifications; I put FLY-

Racing handlebars on it, put a UNI air filter in, and I chopped the end off the muffler and pulled the silencer and spark arrestor out of it (to give the Moto-4 better acceleration).

There are still a few things I have to do to the Moto-4; I have to buy new shocks, buy a rear fender and paint it, and paint my new front fender. After I finish those few things, I will have a very nice, fully restored and slightly modified Moto-4 (and some shop credit)! I will be done with the project very soon if all goes well!

—Asher Velin (10th Grade)

Banding the Local Birds

Over the winter, I have been doing research on birds, the volunteer bird banders at BCR, and what they do when they catch the birds. I am putting all my research in a computer program called Birds of North America, where I can find out any bird's height, weight, call, habitat, feeding habits, and location in North America.

The birds that I have been studying are common birds that you usually see in your backyard - like the Black-Capped Chickadee, Downy Woodpecker, Hairy Woodpecker, Red-Bellied Woodpecker, White-Breasted and Red-Breasted Nuthatch, or the American Goldfinch. Then there are birds that you might see, but are not as common as the above. Some of these species include the Common Redpoll, Brown Creeper, Evening Grosbeak, and the Purple Finch. I collect information on the frequency of visits to the feeders

by each species, along with the information the bird banders are able to collect when they catch a bird.

If you ever want to bird band, you will need a few items: a couple of mist nets, (which are nets with a lot of very small holes), a special ruler that measures the height of the bird's wings, different sizes of bands, (which are small, round pieces of metal that go around the birds' leg), a pair of pliers that can open the band up, and a weight measurer (in grams). All of these tools are used to collect information about the birds that are caught in the nets before they are banded, and then set free again.

In order to start bird banding, you will need to learn how to get the birds in and out of the net, which can take time to perfect. However, to lessen the time of learning, there are bird banders that come to Beaver Creek Re-

serve every Thursday. You can go and watch them to find out information on how to get the birds out of the net and how to collect of the data that is required. They have been a great resource for me and my bird project so far. I will continue to work with them throughout the year and learn from them.

—Brandon Felton (11th Grade)

Group History

At Wildlands the freshman and sophomore students, along with one junior, are taking American History. We study history one decade at a time through videos from The History Channel, large group discussions and presentation, as well as information from resources like NewspaperArchives.com. So far we have talked about, presented, and watched topics in American history from 1860 to about the 1920s. Some of the topics that we have learned about include: the Lincoln Assassination, the Chicago Fire, First Gas Powered Vehicle, the Wright Brothers, Kitty Hawk, and currently World War 1.

I have learned a lot in American History at Wildlands. Some of the topics I already knew were review for me, but other topics were new to me.

—Derrick Lewallen (11th Grade)

DNA Project

Starting January 29, students Devin Sprinkle, Nick Schmitt, and I started to work on the second half of the small mammal project, which is working with the DNA. What we have had to do is come up with a plan, and collect background knowledge. The background knowledge is collected by doing some worksheets that teach us how to use the equipment, by doing completing computer discs that will teach us more about DNA, and how it can be used to identify an animal. —Max McCormick (10th Grade)

A Little Bit of Inspiration

I've never liked to learn about war, death just never thrilled me much. When I learned that I could pick my own subject for history, I decided that I wanted to pick a happy event. For history I finally decided that I wanted to research ten of the most inspiring things of our century.

After paging through the book *Life: Our Century in Pictures* I picked out eight of the ten inspiring things I wanted to research. So far, I have chosen Elvis, Susan B. Anthony, John Muir, dry America, Walt Disney, man walking on the moon, the Titanic, and Jerome Kern and Guy Eddie. I still have to figure out two other topics to research. With the ten topics, I want to do a lot of research

on them. I want to figure out exactly why they inspired America and perhaps how they even inspired the world.

I'm not fully sure how I will put it all together yet. I'm hoping to figure out a different small project for each topic and one big project with it all together. I still have a lot of work to do, but it's been a lot of fun looking into the past and finding things that have shaped the world we know now.

—Megan Raether (11th Grade)

Hola? Como estas?

Do you know how to speak in Spanish? Well, some of the Wildlands high school students are learning how to speak this language.

Eight high school students, including myself, have been taking a Spanish class at Wildlands School. We try to meet every morning for around 15 minutes. We take this time to go over pages in our, "Ven Conmigo" Spanish books and to do activities that will help us remember what the different phrases and words mean. So far, we have gone through chapters one and two and have started going through chapter three. In the first chapter, we learned how to greet people and how to ask common questions such as "How are you?" and "How old are you?" In the second chapter, we learned to say the name of items that people see and use every day. We also

learned how to ask questions such as "What do you want?" and "What do you need?" as well as some other questions. In chapter three, we have been learning how to say the names of classes you would take for school and how to say what the time is in Spanish. After we go through a chapter, we get time to study for the end of the chapter test. After taking the test we move on to the next chapter. Our goal for the year is to get through chapter six in our, "Ven Conmigo" books and to complete the test.

—Brett Lewallen (9th Grade)

US Armed Forces

A little while ago, as a short history project, I decided to do it on the United States Armed Forces. For this project, I looked into the origin, some of the requirements, and certain unique aspects of each division of our military. I've always been interested in the military and I think that I learned a lot with this project.

One thing that I came across is the ASVAB test (Armed Services Vocational and Aptitude Battery), which is a test required of all military recruits in each section of the military. It covers General Science, Arithmetic Reasoning, World Knowledge, Paragraph Comprehension, Mathematics, Electronics Knowledge, and Mechanical Comprehension.

Something that I learned about

the Army was that it was the very first division of our military to be founded. It was founded on June 14, 1775 as the 'American Continental Army,' with George Washington as its first commander.

I found that the Navy was the second division to be founded, on October 13, 1775. At first, it was thought to be temporary, and was shut down after the American Revolution. However, in 1794, after pirate attacks and increasing international conflict it was brought back as a permanent division of the military.

One thing about the Marine Corps (the third division to be founded, on November 10, 1775 as the 'Continental Marines') is that it is the only division of our military held with the responsibility of

guarding US embassies around the world.

I also found that the US Coast Guard was originally a combination of former federal services the 'Revenue Cutter Service' and the 'Life-Saving Service' in 1915. At that time, it was part of the Treasury Department, then it was part of the Department of Transportation, and now it operates under the Department of Homeland Security in times of peace, and under the Navy in times of war.

Lastly, I found that the US Air Force was originally the US Army Air Corps in the 1920s, and wasn't founded as a separate military division until 1947.

—Riley McCormick (9th Grade)

DATES TO REMEMBER

FEBRUARY EVENTS

- February 2nd— First day of open enrollment
- February 4th— Early Release/No School
- February 5th— Ice Skating at Hobbs (Eau Claire) MS - Overnight at BCR with stargazing
- February 10th— Open House 6:30—7:30pm
- February 13th—Coffee Mill Ski/Snowboarding Trip
- February 14th—Happy Valentines Day!
- February 20th—LAST day to open enroll.
- February 24th—Parent/Student/Teacher Conference.

FEBRUARY 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 	5 	6	7
8	9	10	11	12	13 	14 
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH EVENTS

- March 2nd—Cascade Mountain Ski/Snowboarding Trip
- March 4th—Early Release/ No School
- March 16th–20th Spring Break/ No School

MARCH 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 	3	4 	5	6	7
8	9	10	11	12	13	14
15	16 	17 	18 	19 	20 	21
22	23	24	25	26	27	28
29	30	30				

SAY CHEESE!



Middle School students Nick L. and Moriah V. (standing in middle) demonstrate how their robot, made only of simple machines, is able to move blocks from one point to another. Students held a competition to see which group's robot was able to move the most blocks in two minutes.

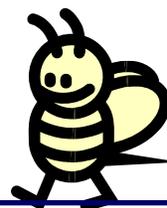


Special thanks to our school supporters

- Charter Bank Eau Claire
- Mega Pick and Save
- Scott and Deborah Humrickhouse
- Ted and Jan Tweed
- Terry and Susan Miller
- Walter's Buildings, John Kelly
- Chuck Forseth
- Tom Crow
- Rick Koziel
- Herb Comstock
- Robin Walsh
- Ken Frost
- Gary Speich
- Mary Beth Wold at Dean and Associates
- Paul and Joni Holmes
- The Beaver Creek Staff
- Lake Eau Claire Association

These supporters have made contributions of \$50 or more to support student projects and field work.

Honey Sale



WE'VE EXTENDED OUR SALE!

We are selling 100% natural honey. This is homemade, raw, organic Apple Blossom Honey that is made right here in Fall Creek by the Miller Family! Profits from the Honey sale benefit Wildlands Student Activities. Sale ends March 4th, 2009.



Honey is available in 8oz jars for \$5.00.

If you would like an order of honey please mail money and form to:

Wildlands School
E19320 Bartig Road
Augusta, WI 54722

First and Last Name	Full Address	Phone #	Quantity



Augusta School District
E19320 Bartig Rd
August, WI 54720
www.wildlandsschool.net

Phone: 715-877-2292
Fax: 715-877-2234
Email: Wildlands@august.k12.wi.us

Help Support

Donation Amount

<input type="checkbox"/> \$10
<input type="checkbox"/> \$20
<input type="checkbox"/> \$25
<input type="checkbox"/> \$35
<input type="checkbox"/> \$50
<input type="checkbox"/> Other

Indicate how you'd like your donation to help Wildlands!

<input type="checkbox"/> equipment/supplies	<input type="checkbox"/> fieldwork/fieldtrips
<input type="checkbox"/> student scholarships	<input type="checkbox"/> Wildlands can decide

Your donation to Wildlands School will provide students with up-to-date research equipment, support field work opportunities, fund local fieldtrips, or support our senior scholarships. Anyway you look at it, the money directly helps our students.

Wildlands needs your support.

Wildlands has established a 501c(3) non-profit organization to support student research and activities. If you would like to help us provide students with unique learning opportunities please use the form below. All donations are tax deductible.

Benefits of supporting Wildlands:

1. With a donation of \$50.00 or more, you will be recognized as a contributor in our Wildlands' Newsletter.
2. With a donation of \$500.00 or more, you will be recognized on our Wildlands' Equipment Trailer as a Major Contributor.

Name of Contributor(s):

Address:

(Internal use only. We will not give away or sell your information)

Thank you for your support!

Mail this section with your donation to:

Wildlands School * E19320 Bartig Road * Augusta, WI